

Inspection of New Forest Child Care Cic - Oakfield

Oakfield Primary School, Sylvia Crescent, Totton, Southampton, Hampshire SO40
3LN

Inspection date:

20 September 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children flourish in the care of the setting. They are happy and settled. Parents report that their children look forward to coming and are eager to share stories of the activities and friends they have been playing with each day. Children come into the club and sit together to enjoy a healthy snack. Staff play and interact with children in a positive way. They encourage children to keep trying when tasks are difficult. For example, young children concentrate as they make their own sandwiches and try and cut their bread. Staff encourage and praise them for their efforts. This raises their self-esteem. Staff sit with the children as they eat and join in with their lively conversations. Children are confident speakers and enjoy sharing their experiences from home and school.

Children's behaviour is good. They are polite and respectful of each other. Children are aware of and follow the club rules. For example, staff teach children to line up patiently at the door and put on a high-visibility jacket before going outside to play. Similarly, young children wait to be supervised by trusted adults before being supported to engage in risk taking play, such as negotiating the wooden climbing trail. All children willingly, without being prompted or making a fuss, put on a safety helmet before using the scooters to race around the track on the playground. As well as promoting good health and physical development, these activities and practises help to keep children safe.

What does the early years setting do well and what does it need to do better?

- Children of all ages demonstrate consistently good levels of behaviour. New starters are aware of the rules and boundaries of the setting and actively participate in procedures to keep themselves safe.
- Activities are planned around children's interests, which helps them feel welcome, valued and actively engaged throughout the sessions. Children delight in their creations. They are proud to show others what they have achieved, whether it be colouring in a monster picture or making ice cream cones from shaving foam and coloured card.
- Children's ideas are heard and their theories are tested. This contributes to the wider culture and teaching of tolerance, respect and diversity. Children demonstrate kindness and support for others.
- Staff work with parents and teachers to get to know all the children well. This helps new children settle quickly. Existing children are supported with key transitions and life events, such as the arrival of a new baby. As such, children feel better prepared and motivated to embrace their phase of learning.
- Parents feel that their children are happy, safe and well cared for at the club. They say that the provider and staff are open and approachable in managing

any issues that arise. Partnerships with parents are good.

- Staff promote children's healthy lifestyles well. Children understand the importance of washing their hands. For instance, they wash them on arrival, before eating and before handling food during activities. Children have ample opportunities to become active outdoors. This helps to support their good health and also helps to develop their muscles and coordination.
- Leaders and managers support staff's ongoing knowledge of childcare and safeguarding through regular supervision and training opportunities. The setting is well organised and led by a highly qualified and experienced staff team.
- Partnership with the host school is strong. Children benefit from seeing positive relationships between their teachers and staff. They delight in the headteacher dropping in to play along with their messy activities.
- Safety in the setting is a high priority. Staff make effective use of risk assessments and staff deployment to ensure that children are well supervised and free to play and learn in a safe, secure environment.

Safeguarding

The arrangements for safeguarding are effective.

Staff follow robust risk assessments of the premises and activities to help keep children safe. They work closely with the host school to ensure children play in areas that are safe and secure at all times. Staff understand their roles and responsibilities in protecting children from harm. Staff are vigilant about children at all times and manage collection times well. Staff teach children how to keep themselves safe, such as wearing high-visibility jackets when sharing the play space with other after school groups. Children are aware of existing safety measures and independently use personal protective equipment appropriately within the setting. Leaders and managers follow safer recruitment procedures. There are effective processes in place for checking staff's ongoing suitability and supporting their continuous professional development.

Setting details

Unique reference number	2578262
Local authority	Hampshire
Inspection number	10239356
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	25
Number of children on roll	72
Name of registered person	New Forest Child Care CIC
Registered person unique reference number	RP901830
Telephone number	02380 893244
Date of previous inspection	Not applicable

Information about this early years setting

New Forest Child Care Cic - Oakfield registered in February 2020. They are based at Oakfield Primary School, Totton, Southampton. They are open from 7.30am to 8.50am and 2.30pm to 6pm, Monday to Friday during term time only. There are four staff who work at the club, three of whom hold relevant qualifications.

Information about this inspection

Inspector

Leanne Merritt

Inspection activities

- This was the first routine inspection for the provider at this setting and since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in the evaluation of the setting.
- The inspector observed the arrival and handover of children from school, activities indoors and outside, and the interactions between staff and children.
- Children talked to the inspector throughout the inspection and she took account of their views.
- Discussions were held between the inspector and parents at collection time. She took account of their views.
- The inspector spoke to staff and held a meeting with the leader and manager. She checked the staff's understanding of safeguarding issues and looked at a sample of relevant documentation, such as evidence of staff's suitability and qualifications.
- The manager gave the inspector a tour of the areas used for the club and explained what activities are on offer for children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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